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ABSTRACT

Learning centers are student centered. That is, instructional goals are matched to learner needs and desires and student learning is self-paced. Teachers coordinate the learning process while students explore and experiment with learning materials. The learning center has several advantages over the traditional classroom: (1) it is success oriented, (2) it reduces student frustration, (3) it meets individual needs on a variety of levels, (4) it permits flexible scheduling, and (5) it promotes self-directed learning. The number and variety of learning center personnel depend on center size and the number of students to be served. The physical environment should help to make adults feel at ease. In addition to commercially prepared materials, individualized learning packages, learning activity packages, contract activity packages, self-instructional units, self-instructional packages, independent learning packages, and auto-instructional learning packages are used. Effective learning centers offer students a self-instruction program with a flexible schedule and careful skill assessment, placement, and evaluation of progress. (Appendixes include references, checklists, and diagrams for learning centers.) (HOD)

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THE TABLE APPROACH to EDUCATION

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THE TABLE APPROACH TO EDUCATION:
THE LEARNING CENTER

Introduction

"Why do you call your program a Learning Center?" This is the question we should be asking ourselves. Do you have a learning center in name only? OR, in spite of the name of your program, is it in reality a learning center? Whatever the name, these bastions of learning are all structures designed to assist students both in the learning process and with specific learning problems. This paper is based on the notion that learning and not teaching is the true focus of a learning center.

The learning center concept is so new that most staff members of learning centers do not have any special training in the unique nature and characteristics of the learning center. In fact, the field isn't exactly flooded with literature about learning centers. Learning centers have grown rapidly in popularity since their appearance on the educational scene in the early 1960's. These early centers, in the public schools, focused upon diagnostic/prescriptive methodologies and were grounded firmly in the beliefs that students learn in different ways, at different rates, and that they are capable of assuming responsibility for much of their learning. Although learning centers were developed early in the 1960's, most did not appear until after 1965, with the greatest number of new centers emerging between 1968 and 1973 (Bennie, 1977; Bock and Tompkins, 1980). Learning centers continue to be developed across the country, in spite of the economic crunch which we in educational circles all have experienced, making it obvious that the concept is an economical and efficient way of

facilitating individualization of instruction. Establishment of learning centers need not be an expensive endeavor. Properly equipped, staffed, and operated, a learning center enables teachers to accommodate a great diversity of learning styles and needs, because it opens teaching/learning options not normally provided in the classroom. Learning centers have these characteristics in common:

They make available commercially acquired and/or locally produced programmed self-instructional materials as well as other materials that can sustain meaningful learning activities; they help students pursue special educational needs and interests, and they provide for individualized learning opportunities (Veit, 1975).

Description

Definition

A learning center can vary from a single study carrell outfitted with learning materials to the large, multiservice organization now found in community colleges; the "learning center" is called by many other names such as learning assistance center, individualized instruction center, learning laboratory, multimedia center, resource center, learning resource center, learning skills center, library, or audiovisual center. As an organized service it can be found from preschool centers to the university's graduate medical schools, from regional training consortiums to in-service centers for large corporations.

The learning center is not so much a place with a name as it is a "system." Learning centers all share a common characteristic: whatever the structure, the learning center is student centered, that is, students manage much of their own learning; instructional goals are matched to learner

needs and desires; student learning is self paced. Learning centers have generally provided students with opportunities to work in a variety of social contexts. The most common have been 1) individual study with assistance, 2) individually and in small groups, and 3) pairs. Assistance may be provided by a teacher aide, tutor, volunteer, professional educator, or another student. The social context with which adult students work will depend largely on need.

Learning centers at all levels from the elementary school to the college level are concerned with independent learning, the goal of which is that learners will learn how to learn. Students who are learning how to learn become able to

- state goals for themselves, sometimes on their own, sometimes with the help of the teacher, and sometimes with help from each other;
- decide what they need to do to achieve their goals;
- decide what resources they need;
- know where to find these resources and know how to use them;
- know when they need help from others;
- accept help from others;
- evaluate the progress they are making toward their goals, and
- use the results of their evaluations to help improve learning;
- re-evaluate their goals and change them when there is need for change.

The learning center then can

- Help students
 - become self motivated
 - learn at individual paces
 - develop their own goals
 - to evaluate their own progress
 - learn how to work independently
- Help students and teachers
 - know each other as "persons"--not just stereotyped "students to be taught" and "teachers who teach"
- Provide opportunities for students
 - to learn from one another--to give help and receive it

--to explore different ways of learning and to find the ways that work best for them.

A learning center, must therefore, be structured to accomplish these goals by serving a limited or broad range of multiple levels and skills with an accumulation of constructed programmed and self-instructional materials arranged by subjects in a logical sequence, and in relation to grade level, skills and areas of general interest. Students receive individualized instruction based on their individual or commonly identified goals. Learning is self directed and self paced. (Bennie, 1977; Sullivan, 1978; Enright, 1975; Peterson, 1975; Teachey and Carter, 1971)

Why the Learning Center for ABE?

In adult education we are faced with the problem of students of varying ages and skills at many different levels often coming together into the same classroom. Try as we might to make homogeneous groups or set up any kind of class structure when we have the open-entry/open-exit system in our ABE programs, we have students coming in who can completely throw a beautifully structured class routine into complete havoc because they are at the opposite end of the spectrum in terms of levels/skills as the existing group. Our neat little attempts at structuring just do not work for the most part. And if they do work, we often lose students both before and after enrollment. The learning center approach can accommodate, in the same classroom, students of all levels/skills, who are working toward goals in different subject areas. These are some of the reasons the learning center is particularly suited to ABE.

Philosophy

Any methodologies and staffing patterns employed in the establishment of learning centers for ABE should be based upon sound underlying beliefs concerning adult education and the adult learner, upon education, and the philosophy upon which learning centers are built. This set of beliefs or philosophy will give direction and meaning for each person who is working in the special and peculiar field of ABE. Underlying adult education is the belief that adult students

- have intrinsic worth
- are unique
- have innate needs
- learn and grow throughout their lives
- have the right to control their own lives
- have the potential for self-fulfillment
- should be involved in the process of making decisions which affect them
- in control of their lives are responsible for their own behavior
- comprise society, and individual and societal well being are interrelated.

(Knowles, 1972; Knowles, 1973; Rogers, 1951)

Learning centers for ABE are therefore based on the philosophy that adult students are capable of assuming responsibility for much of their own learning. Learning centers are based also on 1) the understanding that students learn in different ways and at varying rates, and 2) the belief that it is incumbent on educators to provide for these differences. It is assumed that an individual student's learning style, learning needs and goals, and interests can be identified.

The learning center concept is further based upon the understanding

that human beings differ. They differ in their developmental patterns and in ways in which they approach tasks. They differ with respect to interests, aptitudes, abilities, attitudes, and values; and in how they perceive and interact with their environments. The learning center concept is based on the assumption that all human beings share certain basic needs including physiological needs, security needs, the needs for belonging, self esteem, and love; the need for understanding of one's environment; the need for beauty; and the need for self-actualization, or the exercise of one's potential which results in self-fulfillment. Therefore education

- should provide

- opportunities which will facilitate in the adult student continuous growth and development
- for the development of knowledge and skills which will aid in self-fulfillment for the adult student; and

- should embody

- methods which are adapted to correspond with individual adult differences and changing life needs.

Advantages and Comparisons with the Traditional Approach

The teacher is the key person in most classrooms--directing, telling, justifying, clarifying, judging, assigning, and monitoring. In the learning center the teacher role becomes that of coordinator, (not to be confused with the administrator/coordinator) one who serves as facilitator in the learning process--supporting, stimulating, facilitating, accepting, evaluating, and monitoring. It is the coordinator's responsibility to create a favorable climate for effective and meaningful student/subject matter interactions fundamental to the learning process designed to occur in the center. The coordinator should have a strong background in

self-instructional learning techniques. The coordinator is counselor, test administrator, tutor/teacher, supervisor and bookkeeper, and curriculum specialist. (Teachey and Carter, 1971; Bennie, 1977) The role of the teacher in the traditional classroom results in reproductive behavior where the student follows directions, guesses, reproduces facts, acquiesces, and responds. The role of the student in the learning center is productive behavior where the student explores, experiments, and is self directing.

(See Figure 1.)

TRADITIONAL CLASSROOM results in		LEARNING CENTER results in
Reproductive Behavior	VS.	Productive Behavior
<u>TEACHER</u>		<u>COORDINATOR</u>
Directing		Supporting
Telling		Stimulating
Justifying		Facilitating
Clarifying		Accepting
Judging		Evaluating
Assigning		Monitoring
Monitoring		
<u>LEARNER</u>		<u>LEARNER</u>
Following Directions		Exploring
Guessing		Experimenting
Reproducing Facts		Synthesizing
Acquiescing		Problem-Solving
Responding		Explicating
		Self-directing

FIGURE 1

The learning center has the following advantages (Teachey and Carter, 1971).

1. Success oriented. Students are placed at a level at which they are able to achieve immediate success and still be challenged. "Nothing succeeds like success," as the old adage goes.

2. Reduction of student frustration. Students, having been evaluated diagnostically by means of counseling and testing, are

appropriately placed in learning materials and in a program prescribed to take them from where they are to where they want to go. Students thus are placed in materials which are neither too easy nor beyond their ability to master.

3. Designed to meet individual needs on a variety of levels

--educational, social, psychological, and physiological.

4. Flexible scheduling. Since learning is self paced, if students miss the regularly scheduled time at the center, they do not fall behind, as they would in a traditional classroom.

5. Self directed learning. Students set their own goals and their own time limits.

Methodology

The methodology and implementation of the learning center concept are based on the underlying philosophy of adult education and the learning center.

As has been mentioned above, the coordinator is the key person in the learning center (takes the place of the teacher in the traditional setting). The coordinator serves as facilitator of learning; should be trained in programmed and self-instructional techniques; capable of making educational decisions; capable of directing students through assignments. A principle function of the learning center teacher/coordinator is to place the best materials in the right hands at the most opportune time to facilitate maximum individual learning, making the learning center

teacher/coordinator a real resource person. The coordinator also interviews and counsels students and seeks to establish rapport and develop effective lines of communication. The coordinator's role is to create a learner-centered program; the following is the result. (See Figure 2.)

1. Students are introduced to self instruction. Many adult students know only the traditional way of learning--teacher opens mouth, student listens/writes, reproduces information. The coordinator's main purpose here is to re-orient the student to individualized learning. The student must learn that he can depend on himself a great deal more than he realizes. But the student must also be aware that he can depend on the coordinator (or tutor or someone) to help him when help is needed.

2. Students are assessed diagnostically. Deficiencies are noted. An individualized curriculum is developed relative to students' reading ability and stated objectives. Appropriate programs are prescribed to take them from where they are to where they want to go. Prescription should be flexible as there may be a need to make adjustment because the student wants something else or because diagnosis failed to give correct information. The door should always be open to allow students to return to their real needs.

3. Students are placed at a level at which they are likely to achieve success. Learning materials should not be too easy nor too difficult. Students set their own best pace that will allow at least an 85 percent rate of comprehension. Frustration is then reduced to a minimum.

4. Students are continually reassessed. True individualized instruction demands that student progress be checked back through the filtering process of original diagnosis, objectives, and the student's indication of wants and needs. Not only should continual reassessment be

carried out, but it should be done frequently.

5. Students' schedules are kept flexible but adequate. Students' needs and not the center's nicely worked out class/course structure will determine schedules. Each student should be encouraged to determine a schedule which is best for personal needs and maintain that schedule. The amount of time students spend working in the learning center is relative to the immediacy of their goals and the amount of time which can be given to accomplishing those goals. The student should spend enough time to be able to see progress; if too little time is spent in the center, the student will not feel the true sense of accomplishment which should be felt. In addition to the regular schedule, students are encouraged to come into the center and work whenever they wish.

It must be remembered at all times that we are dealing with adults. This goes for the "adolescent" adult or the "older" adult. Complete flexibility without permissiveness is the rule in an adult learning center. Even adult students want and need some structure to guide them. But when it comes to keeping track of tardinesses and absences, adult students must be treated as adults and not as children. They often come to the adult program with a feeling of skepticism because of past school-related experiences and may seem to be acting in a very negative or defensive way. This may be only a mechanism for self protection. Again, we are back to the coordinator who must see to it that all members of the learning center staff will attempt to create a feeling of positive rapport with each student in order to insure success in this renewed learning venture which these adult students are seeking. In ABE, our problem often is one of "edutherapy," if we may coin a term.

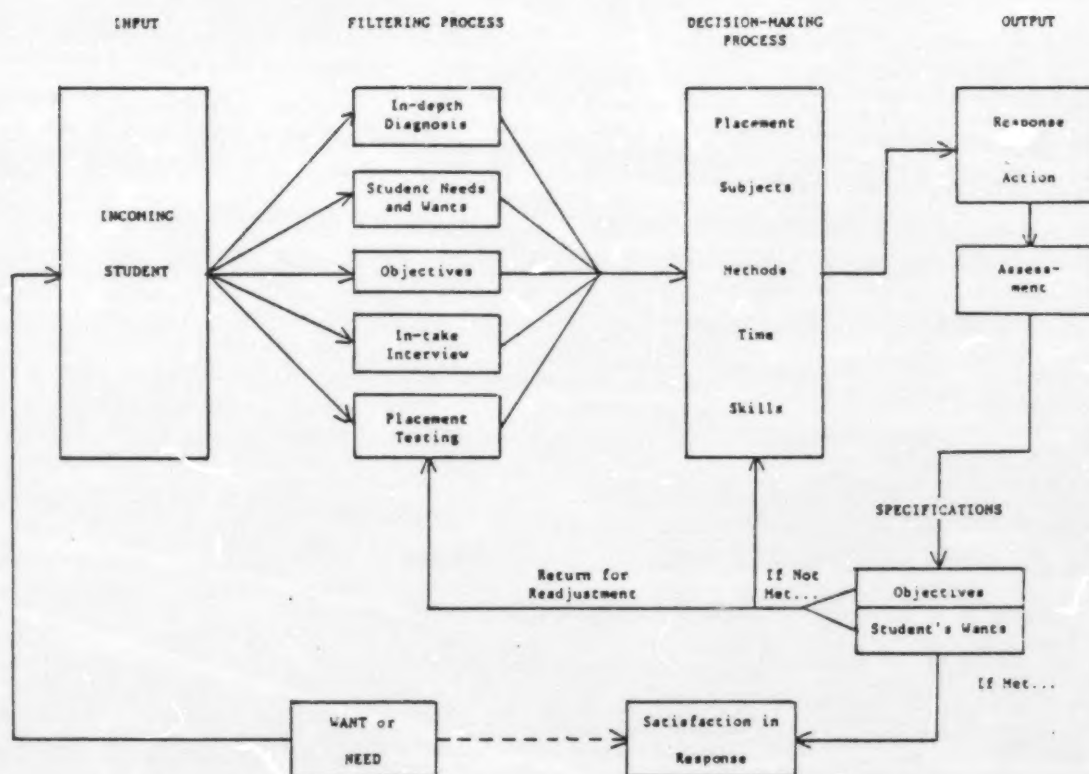
LEARNING CENTER CYCLE

FIGURE 2

Guidelines for Development of a Learning CenterPersonnel

The number and variety of personnel in a learning center will depend on the size of the center and the number of students to be served. The smallest of centers can function adequately with just a coordinator, while a very large center with many students will need a coordinator, teachers,

tutors, and a clerical staff. All persons employed in a learning center must understand thoroughly and accept the philosophy underlying both the learning center concept and adult education. Without that understanding and acceptance, any attempt at establishing and implementing a learning center will fail. Also the number of personnel employed is important since individualized instruction can be backbreaking without adequate personnel. It is suggested that there should be enough teachers to satisfy the ratio of one teacher for every fifteen students and that in addition para-professional tutors, one to every five students, be procured, either paid or volunteer. The following are suggestions for tutors: former students who have satisfactorily completed the GED or high school diploma program, college students, retired public school teachers, local persons from the community, etc. These persons would not be hired to make decisions but only to carry out tasks assigned by the teacher/coordinator and be on hand to work with students on a one-to-one basis. Tutors would also provide feedback regarding specific students. Tutors may be assigned certain students to work with or may be used simply as floaters when and where the need arises.

Clerical help would be nice to have depending on the availability of funding and the size of the center. In an individualized system, clerical help is needed for typing, filing, running ditto/xerox/mimeograph machines, and for keeping student records.

Materials

A learning center should contain a varied and extensive collection

of materials related to fundamental concepts or skills; provide for the needs, interests, and learning skills of the students; and accommodate a wide range of abilities.

Commercially prepared materials may be purchased (few in quantity of any one item), picked up as free samples at conferences from vendor displays or procured from publishers for the asking (Appendix C), or borrowed from public school warehouses/supply departments. The "BEAR Checklist" (1981) (Appendix D) is a good means of determining the desirability of learning materials to be used with adults.

In addition to commercially prepared materials, individualized learning packages (ILPs), [variously called UNIPACs, learning activity packages (LAPs), contract activity packages (CAPs), self-instructional units, self-instructional packages, independent learning packages (ILPs), and auto-instructional packages] are a viable means of providing learning materials (Johnson and Johnson, 1975; Dunn and Dunn, 1972, 119-147; Bishop, 1971, 35-37). An ILP is a self-contained set of teaching/learning materials designed to teach single concepts which allows the student to be self-directed and self-paced. The packages can also direct the student to outside learning materials, in which case it is not completely self contained. Diversified media, materials, and methods are provided for the learner; evaluation through pre-test, self-test, and post-test is included so that the learner may measure progress toward the achievement of objectives. Suggestions are also provided for quest activities and supplemental study. As a result of individualized instruction through the use of ILPs and other related materials, the teaching/learning act can become much more personalized both for the instructor and the student.

There are several important points to be concerned with when individualized learning packages are used. All original masters from which ILPs are duplicated should be kept in a secure place since copies of these packages often have a way of walking off. Therefore students should get only copies of the packages. Individualized learning packages usually are not used successfully with beginning readers since they often cannot be left alone for long periods of time and since there is some reading ability required in following the directions included in the units. Students should not take ILPs out of the center to work on as homework. It is best that all students work under the kind of supervision that provides immediate feedback on progress, assurance of correctness, and possibly additional materials for reinforcement and clarification.

Abundant files of supplementary materials dittoed, xeroxed, or mimeographed should be kept up to date at all times. Many students need additional practice work in order to reinforce skills. In a learning center and with individualized instruction there can never be too many learning materials. Sometimes only one student can be benefited by the "one-of-a-kind" exercise or explanatory material available, but that single student is a most important entity in the learning center.

A well kept and orderly file system is extremely important. Efficiency is the key to individualized instruction. An instructor should be able to put hands on materials immediately when the need arises. In relation to this, each instructor should have a complete knowledge of all materials. Commercial materials should be analyzed and files kept as to the value of separate pages and sections in each of the materials. Immediate knowledge is important in order to prevent frustration on the part of

instructors and confusion and discouragement on the part of students.

Files of answer keys to all learning materials should be made readily available to students in order that they may have immediate feedback on their work and check their own progress.

For further information on materials for ABE learning centers, see Bock and Tompkins, 1980; Peters and Ulmer, 1972; Mocker and Sherk, 1970.

Facilities

The physical environment should be one in which adults feel at ease. Furnishings and equipment should be adult sized and comfortable; meeting rooms should be arranged informally and should be attractively decorated according to adult tastes and interests; and acoustics and lighting should take into account declining audio-visual acuity.

So many times classrooms for adults have straight rows of chairs and desks facing front. The ideal situation is for all participants and instructors to be on one level, with nobody looking at the back of another (as in a circle). This ideal must be compromised sometimes due to funding, availability of furnishings, and size of classroom.

The following are suggestions for determining arrangement and procuring of furniture and other physical needs (Knowles, 1972; Peters and Ulmer, 1972; Bock and Tompkins, 1980).

1. There should be a variety of choices of seating. Some students prefer to be seated alone rather than with other students. Carrells or "one-man" tables can provide this "privacy".

2. Tables should be used for adults rather than desk-chairs. Adult

body size (especially men) can make the use of desk-chairs rather awkward. Tables provide an opportunity for small groups to be formed also. Tables allow for materials to be spread out.

3. Maximum flexibility of movement of furniture is desirable.

Changes in the kinds or numbers of students who populate a center often call for rearrangement of classroom furnishings. Small tables and carrells make for this kind of flexibility as do free-standing bookcases and cabinets.

4. Materials should be organized and clearly labeled for easy visibility and access for both teachers and students.

5. Files should be in the classroom, both learning materials and student progress files.

6. Lighting should be comfortable but adequate keeping in mind many older adults have vision problems.

7. There should be several electrical outlets scattered around the room so that tape players may be used anywhere in the room. If carrells are utilized, electrical outlets may be part of the carrell (a wet carrell) or should be very near.

8. There should be quiet areas for individual study at a distance from areas of low noise.

9. Dividers such as free-standing bookcases, tall storage cabinets, and file cabinets make for quiet areas, small group work, and privacy for some students.

10. A testing area with the appropriate files of testing materials should be set aside where teacher and student may talk without being disturbed or disturbing other students.

11. Some centers provide a coffee pot in the classroom with fresh

coffee available.

12. Chalkboards on all four walls are good to have but not necessary. Chalkboards provide for a way of illustrating something to a group.

See Appendix G for possible "real-life" classroom arrangements.

Conclusions —

The result of application of the learning center concept is satisfied students--satisfied because they are experiencing, maybe for the first time, a nonthreatening educational situation and because they are meeting their personal and educational goals. Satisfied students means high retention rates and more students as the word gets around that there is an ABE program that is attractive, pleasing, and gets results.

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GLOSSARY

Adult Basic Education (ABE) --The term "Adult Basic Education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or maintain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improve their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities. [The Adult Education Act, P.L. 91-230.]

Edutheapy --an attempt in education through success-oriented instructional strategies, positive relationships with students, and a non-threatening educational experience to remove students' negative attitudes about education and replace them with positive ones.

Feedback --(built-in correction or confirmation) a response to the learner, telling whether he or she has answered a question or performed a task correctly.

Individualized Instruction --an instructional approach aimed at meeting individual needs and including six main processes which are sequential: a) assessment of learner needs, b) diagnosis of learner needs, c) prescription, d) interaction process, e) evaluation, and f) follow-up, recycling, and reassessment.

Individualized Learning Packages (ILPs) --self-instructional units which allow students to work at their own pace. Emphasis is on multiple learning activities to accomplish a given set of objectives. An ILP is a complete kit for learning independently, including objectives, directions, subject matter, materials, and test items.

Learning --changed behavior; the acquisition of new knowledge, skills, and/or attitudes. (Carl Rogers, 1951) a completely internal process controlled by the learner and engaging his whole being in interaction with his environment as he perceives it.

Learning Center --an area or complex of areas equipped with a diversity of print and nonprint media materials, types of audio-visual equipment, and programmed instruction, and designed to accommodate various learning styles and needs both through physical design and through the application of a systematic process approach to individualization of instruction.

Productive Behavior --the type of learning characterized by students acting independently in the learning situation, experimenting, exploring, setting their own goals, and pacing their own learning.

Reproductive Behavior --the type of learning which takes place in the

traditional classroom characterized by rote learning, teacher-centered teaching, student acquiescing, guessing, and reproducing facts.

Teaching --assuming the functions of learning facilitator, guide, consultant, professional diagnostician and prescriber of learning resources, activities, and evaluation procedures.

Traditional Approach --an approach to teaching/learning in which instruction is teacher oriented and where the entire class is moving in the same direction, at the same pace, and doing the same things.

PUBLISHERS

Acoustifone Corporation, 8954 Comanche Avenue, Chatsworth,
Calif., 91311

Addison Wesley Company, 106 W. Station St., Barrington,
Ill., 60010

American Personnel and Guidance Association, 1607 New
Hampshire Avenue, N.W., Washington, D.C., 20009

Archies Enterprises Inc., 1116 First Avenue, New York, N.Y.,
10021

Arco Publishing Company, Inc., 219 Park Avenue South, New
York, N.Y., 10003

Audio Information Corporation, Pomona, Calif.

Barron's Educational Series, Inc., 113 Crossways Park Drive,
Woodbury, New York, 11797

Behavioral Research Laboratories, Box 577, Palo Alto, Calif.,
94302

Cambridge Book Company, 488 Madison Avenue, New York, N.Y.,
10012

Center For Resource Development In Adult Education, School
of Education, University of Missouri, Kansas City, Mo.,
64110

Communications Research Machines, Books, Inc., 1104 Camino,
Del Mar, Calif., 92014

Educational Developmental Laboratories, Division of McGraw
Hill Book Company, Distributors: Indiana Educational
Systems, 3512 Rockville Rd., Indpls., Ind., 46222

Educational Insights, Inc., 20435 S. Tillman, Carson, Calif.
90746

Educational Progress Corporation, PO Box 45663, Tulsa, Okla-
homa

Educational Resources, Division of Educational Design, Inc.,
47 W. 13th Street, New York, N.Y., 10011

Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y., 11435

F. E. Braswell Company, PO Box 14342, Raleigh, N.C., 27610

Fearon Publishers, Education Division, 6 Davis Drive, Bel-
mont, Calif., 94002

Filmcraft Audio Visuals, 5323 W. 86th Street, Indpls., Ind.,
46268

Follett Publishing Company, 1010 West Washington Blvd.,
Chicago, Illinois, 60607

Frank E. Richards Publishing Company, Inc., 330 First St...
Box 370, Liverpool, New York, 13088

General Educational Development Testing Service of the
American Council on Education, One Dupont Circle,
Washington, D.C., 20036

Harco Learning Systems, The Herbert Bldg., 7377 Madison
Avenue, Indpls., Ind., 46227

Harcourt, Brace - Jovanich, Inc., 7555 Caldwell Avenue,
Chicago, Ill., 60648

Hayes School Publishing Company, Wilkinsburg, Pa.

Hoffs, Dorman and Co., Inc., 52 Vanderbilt Avenue, New York,
N.Y., 10017

Holt Rinehart and Winston, Inc., New York, N.Y.

IBM, Office Products Division, 4755 Kingsway Drive, Indpls.,
Indiana

Imperial International Learning Corp., PO Box 548, Kanka-
kee, Ill., 60901

Independent School District #625, Adult Basic and Continu-
ing Education Program, Room 313, Mechanic Arts High
School, 97 E. Central Avenue, St. Paul, Minn., 55101

Innovative Sciences, Inc., 300 Broad Street, Stamford, Conn.,
06901

Instructional Communications Technology, Inc., Huntington,
N.Y., 11743

Learning Resources Division/Education Development Corp.,
202 Lake Miriam Drive, Lakeland, Florida, 33803

Learning Trends, 175 Fifth Avenue, New York, N.Y., 10010

Macmillan Library Services, 2488 Brown Street, Riverside,
N.J., 08075

McGraw Hill, Del Monte Research Park, Monterey, Calif.,
93940

McGraw-Hill Book Company, 8171 Redwood Highway,
Norato, Calif., 94947

Modulearn Inc. Learning Programs, 32158 Camino Capistrano,
Box 635, San Juan Capistrano, Calif., 92675

National Education Association, 1201 Sixteenth St., N.W.,
Washington, D.C., 20036

New Jersey Bell, Personnel Dept., Room 905, 540 Broad St.,
Newark, N.J., 07101

New Readers Press, Box 131, Syracuse, N.Y., 13210

Noble and Noble Inc., 750 Third Avenue, New York, N.Y.,
10017

Oxford Book Company, Division of Wm. H. Sadlier, Inc.,
11 Park Place, New York, N.Y., 10007

Oxford University Press, 200 Madison Avenue, New York, N.Y.,
10016

Prentice-Hall, Inc., 70 Fifth Avenue, New York, N.Y.
10011

Readers Digest Services, Inc., Pleasantville, N.Y.,
10570

Regents Publishing Co., Inc., Two Park Avenue, New York,
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Steck-Vaughn Company, 807 Brazos; Box 2028, Austin, Texas,
78767

Teaching Technology Corp., Box 3817, 6837 Hayvenhurst Ave.,
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Veritas Publications, Inc., PO Box 4085, Falls Church,
Virginia, 22044

Visual Materials, Inc., Redwood City, Calif.

Visual Products Division of 3M, Box 3344, 3M Center. St.
Paul, Minn, 55101

Checklist for Evaluating Adult Basic Education Reading Material

Journal of Reading, 24
(May 1981), 701-705.

This checklist was developed by the International Reading Association's Committee for Basic Education and Reading during the years 1977 through 1980, under chairpersons Sam V. Dauzat, Joya Jenkins Coy, and Anabel P. Newman. Primary researchers were Anabel P. Newman and George W. Eyster.

The publication of materials for use in Adult Basic Education (ABE) programs increased markedly during the 1970s. Thus, the need arose for criteria to assess the usefulness of these materials, and in 1977 the International Reading Association's Basic Education and Reading (BEAR) Committee undertook to develop an evaluative instrument that could be easily used and widely distributed. After three years' effort, the Committee—past and present—compiled the checklist presented here. The hope is that it will be helpful to adult educators, administrators, volunteer tutors, librarians, and others—in fact, anyone who must select reading materials for adult learners.

This checklist has been reviewed by many individuals representing a variety of involvements in Adult Basic Education. Through the BEAR Committee—whose 12 members represented ABE interests at city, state/provincial, and national levels—various professionals were asked to try out the checklist. This produced helpful responses from Colorado, Georgia, Indiana, Kentucky, Louisiana, New Jersey, New York, South Carolina, and Virginia. In Kentucky, for example, suggestions came from reading specialists, ABE teachers, learning specialists, paraprofessionals, and librarians.

Following each round of suggestion gathering, a new checklist was

compiled and circulated. Finally, in 1979, after six major revisions, a quantitative measure was added. In it, the percentage of positive responses is multiplied by 10 to produce a single number which represents the overall quality of the materials being rated, on a scale of 1 to 10. A score of 7 or above suggests acceptable to superior materials.

The final instrument, with this numerical measure, was evaluated by members of the International Reading Association's Special Interest Group for Basic Education and Reading for Adults (BERA/SIG) at a meeting held during the Association's 1980 Annual Convention in St. Louis. It was also tried out with graduate students in Adult Basic Education at Indiana University, Bloomington. Finally, in October 1980, the ABE teachers, administrators, and librarians attending the Indiana Reading Association/Adult Basic Ed-

ucation Conference, where the theme was "Effective Use of Materials," used the BEAR Checklist as the principal instrument for evaluation.

Obviously, many additions and refinements in content and format were made in the checklist over the past three years, with clarity, practicality, and elimination of educational jargon being particularly stressed during each revision. The major changes, however, have been in content as headings and questions were perfected.

Since any instrument is, of course, open to continuing improvement, the Committee requests that readers and users of this checklist submit further comments and recommendations. Send these to Dr. Anabel P. Newman, Chairperson, IRA BEAR Committee, Institute for Child Study, Indiana University, Bloomington, Indiana 47401, USA. ■

Checklist for Evaluating Adult Basic Education Reading Material

Demand for basic skills reading material to meet the concerns of adult learners continues to grow. In the United States, this demand has especially been fostered by the U.S. Adult Education Act of 1966 which encouraged establishment and expansion of adult basic education programs. However, because the many materials now being published do not always satisfy ABE teacher/learner needs, this assessment checklist has been developed. Where possible, material should be evaluated by those who understand the special problems of ABE students and are familiar with the principles, processes, and rationale for selecting educational materials.

This checklist should help you:

- Select material that will meet the special needs and interests of adult basic education learners;
- Make objective judgments based on a clear evaluation process;
- Assist in staff development by providing a mechanism for sharpening staff judgments;
- Provide individualized instruction that relates to the particular knowledge, abilities, and informational needs of ABE students—especially those far from mastery of basic skills; and
- Identify and classify material for placement in a filing/retrieval system.

Instructions

When reviewing reading material for adults, consider these points: cost, dustcover, preface, table of contents, introduction, instructions, print, graphics, content, index, and any supporting addenda. An easy-to-apply readability-level determiner is an

additional aid. Robert Gunning's Fog Index is included here, but, of course, other readability formulas, such as the Fry Graph, are acceptable options.

In the columns on the right, circle the symbol that most clearly represents your response to each of the 51 questions:

- + = yes,
 - = no,
 u = undecided,
 na = not applicable.

Space for written comments is provided after each set of questions.

Appeal

1. Is the material
- | | |
|---------------------------|----------|
| a. fresh? | + - u na |
| b. enjoyable to read? | + - u na |
| c. of interest to adults? | + - u na |
- Comments: _____

Relevance

2. Does the material
- | | |
|---|----------|
| a. pertain to adult life experiences? | + - u na |
| b. add to general knowledge of adults? | + - u na |
| c. present factual, up-to-date information? | + - u na |
| d. use language in a natural way? | + - u na |
- Comments: _____

Purpose

3. Does the content
- | | |
|--|----------|
| a. state (or imply) broad goals and specific objectives? | + - u na |
| b. address the functional needs of ABE students? | + - u na |
- Comments: _____

Process

4. Does the material present
- | | |
|--|----------|
| a. prereading experiences? | + - u na |
| b. word-analysis exercises? | + - u na |
| c. well constructed reading passages? | + - u na |
| d. a clear progression of ideas or story line? | + - u na |
| e. comprehension exercises? | + - u na |
| f. appropriate vocabulary? | + - u na |
| g. opportunities for silent reading? | + - u na |
| h. passages suitable for oral reading? | + - u na |
- Comments: _____

Human relations

5. Does the material
- | | |
|---|----------|
| a. depict cultural, racial, or ethnic groups and the sexes in a positive way, avoiding stereotypes? | + - u na |
| b. depict characters without sexist bias? | + - u na |
| c. avoid male nouns and pronouns when content refers to both sexes? | + - u na |
| d. show the sexes in nonstereotypical work roles? | + - u na |
| e. show individuals in various current occupations? | + - u na |
| f. stimulate discussion? | + - u na |
- Comments: _____

Evaluation

6. Does the material
- | | |
|---|----------|
| a. suggest ways to continue evaluation of a student's progress? | + - u na |
| b. provide for pre and posttests? | + - u na |
- Comments: _____

Function of the material

7. Does the material
- | | |
|--|----------|
| a. encourage wide reading? | + - u na |
| b. suggest resources and activities for student exploration? | + - u na |
| c. promote inductive as well as deductive reasoning? | + - u na |
| d. offer clear and understandable instructions? | + - u na |
| e. offer opportunity for continuous success and mastery? | + - u na |
| f. provide an answer key for the teacher? | + - u na |
| g. provide an answer key for the student? | + - u na |
- Comments: _____

Format

8. Does the format of the material
- | | |
|--|----------|
| a. appear usable with adult students? | + - u na |
| b. appear attractive? | + - u na |
| c. include suitable illustrations (drawings, photographs, graphs, maps, etc.)? | + - u na |
| d. present an easy-to-read type size? | + - u na |
| e. provide ample margins and spaces between type lines? | + - u na |
- Comments: _____

Teacher directions

9. Are instructions
- | | |
|--|----------|
| a. offered the teacher where needed? | + - u na |
| b. offered the student where needed? | + - u na |
| c. clear, so that special training is not needed to understand them? | + - u na |
- Comments: _____

Content

10. In content,
- | | |
|---|----------|
| a. do the authors provide adequate reinforcement? | + - u na |
| b. are selections short enough to hold interest but long enough to develop ideas? | + - u na |
| c. does the material provide appropriate reading-level experiences? | + - u na |
| d. does the material's readability level increase appropriately? | + - u na |
| e. does the material promote literal comprehension (exactly as stated)? | + - u na |
| f. does it promote inferential comprehension (reading between the lines)? | + - u na |
| g. does it promote evaluative comprehension (making judgments)? | + - u na |
| h. does it promote other types of comprehension? | + - u na |
| i. are there problem-solving exercises? | + - u na |
| j. are there writing activities linked to reading selections? | + - u na |
| k. does the material provide reference and study skills? | + - u na |
- Comments: _____

Totals: _____

Quantitative evaluation

Often a simple checklist—though its yes/no procedure may not fully assess a material's value—is sufficient to determine the item's usability with particular students. If a quantitative assessment is desired, the following formula may be helpful. Note: The *undecided* and *not applicable* responses are not used in the calculations.

POSITIVE responses divided by
POSITIVE plus NEGATIVE responses = _____ × 10 = Numerical evaluation

Scale					
10	9	8	7	6 (or less)	
Superior	Very good	Good	Poor	Unacceptable	

Other data
(Circle appropriate dots)

Type of material

- Single volume
 - Textbook
 - Workbook
- Multiple volume (series)
- Hard cover
- Soft cover
- Pamphlet
- Consumable
- Group centered
- One-student centered
- Teacher centered
- Programmed
- Supplemental only
- Pleasure

Content intended for

- Adult Basic Education (ABE)
- General Educational Development (GED)
- Coping skills
 - Adult performance level
 - Vocational
 - Employability skills
- Level I (Grades 0-3)
- Level II (Grades 4-8)
- Level III (Grades 9-12)

Age-group designation

- 16-29
- 30-49
- 50-65
- Over 65

Material designed for

- General population
- Rural population
- Urban population
- Regional USA (region: _____)
- Canada
- Other: _____

Specific background or need

- Linguistic
- Cultural/ethnic
- English as a Second Language
- Socioeconomic
- Technical

A readability determiner

Robert Gunning's Fog Index—based on the average number of sentences and polysyllabic words in selected 100-word passages—is a formula for estimating the reading level of materials. The following, though different in wording, shows the steps in Gunning's Index as outlined in his *Techniques of Clear Writing* (New York: McGraw-Hill Book Co., 1968, p. 38. See also: Robert Gunning, "The Fog Index After Twenty Years," *Journal of Business Communication*, vol. 6, pp. 3-13, Winter 1968).

1. Select three 100-word passages, one each from the beginning, middle, and end of the reading material. (One such passage is sufficient if the material is short.)

2. In each passage count the number of words with three or more syllables. Count proper nouns ("January"), easy compounds ("bookmaker"), or three-syllable verbs ending in *ed* or *es* ("promoted," "progresses").
3. Determine the average sentence length for each passage by dividing the number of words by the number of sentences. (Estimate if a sentence left incomplete at the 100th word might be counted as a full sentence; i.e., is the fragment an independent clause, or only a few words short of the period?)
4. Add together the number of polysyllabic words and the average number of words in a sentence in each passage.
5. Multiply each total by 0.4. The result is the Fog Index—the years of schooling, or grade level, needed to read the passage.
6. Add together the reading levels for the three passages and divide by three. This is the Index for the complete material—that point where intelligibility gets fogged in!

Note: Another helpful and easy-to-use formula for assessing readability is the FRY GRAPH. For a discussion of the graph and how it is applied see: Carl B. Smith, Sharon L. Smith, and Larry Mikulecky, *Teaching Reading in Secondary School Content Subjects: A Bookthinking Process* (New York: Holt, Rinehart and Winston, 1978), pp. 9-10. Also, preceding this is an outline of the FOG INDEX.

Reference data

Title of material	_____		
Author/editor	_____		
Publisher	_____	Copyright date	_____
Number of pages	_____	Cost	_____
Fog Index (if computed)	_____	Numerical evaluation	_____
	General Comments _____		

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"Dick and Jane with a New Twist:
Providing Readable Materials
for Adult Beginning Readers."

26 March 1982, 10:45-11:45 a.m.
IRA: Indiana State Conference
Lois Webster: IU, Bloomington

INTRODUCTION:

There is available for the taking a vast store of children's books which are both suitable and readable for adult new readers. There is a gap in the availability of low level high interest books for adult new readers which children's books can fill.

RATIONALE:

1. There is a severe lack of leisure reading materials for adults at grade levels 1.0 to 3.0.
2. One of the first things that adult beginning readers want is a "book" to "read out of."
3. There are two motivational factors:
 - a. Children's books are books that adults can read to their own children or grandchild which presents the adult as a "reader."
 - b. It will provide the adult with something to read for his own purposes and self esteem.

DESCRIPTION:

How to choose books. As you look at each book keep the following points in mind.

1. Readability: size and style of print. Many ABE students need larger print due to visual acuity problems. Style of print is often confusing to beginning readers. It must be clear and straightforward.
2. The readability estimate of the book. You can use the Fry Readability Graph or an accepted formula. Remember that the result of using the Graph or a formula is only an estimate of the difficulty of the print material and cannot be taken as exact. There are many factors to be taken into consideration. For example, an adult beginning reader can often handle longer sentences and more grammatically complex sentences than the child. You must be the judge of whether your student can read it.
3. Content: Is the book of interest to adults or only to be read to children? Does it have bibliotherapy use and how? Does it have an ethnic orientation? Does it tend to emphasize a particular reading skill?
4. The age range of children for which the book is intended (or for adults if applicable).

5. Pictures: Are they meaningful? Do they contribute to the content? Are they too childish for adults? How decorative are they if they are meant only for decoration?

6. Ethnic orientation: What ethnic group is the book good for? Is the book true to the ethnicity portrayed?

7. Is the book of general use without being slanted toward an ethnic group?

8. Does the book have quality?

9. Does the book reflect white middle-class values? Keep in mind that many ABE students are not representative of middle-class values.

How to Use Children's Books. The important factor in using children's books with adults is making a good match between the reader and the book.

Know your reader: An interest inventory can reveal to you what his/her hobbies and job interests (present and future) are and what he/she likes in general. Listen to students talk. That will tell you also what they are interested in that the Informal Interest Inventory did not reveal.

What do you know about your student personally? Is this person a native of the area where the ABE center is located or has he come from another part of the country (or even another country)? How old is he? Does he have children or grandchildren or is there a child that is a friend of the family that he or she is particularly fond of? Has he/she traveled? Where? Is there a language problem either dialect or a different native language? Does he/she have problems with visual acuity?

In sizing up his attitudes you will want to know if he is a person who likes jokes or if he is serious all the time. etc. How is his sense of humor? Is this person an independent or a dependent person, willing to take a risk and take the initiative?

How can you get him to read? What are the motivating factors already present that you can latch onto?

And last, but not least, you will need to know his independent and instructional reading levels and what skill needs he/she has. An Informal Reading Inventory can give you these answers.

If you have the answer to all these questions and you have an adequate card file then the match can be complete. These questions apply as well to providing reading materials for more mature readers, i.e., adult readers that read at a higher reading level. There are many good young adult books that can be used with this reading level.

DISCUSSION:

Finding the books. Make a search by going to the library and looking at the books. You will be looking for children's books for

children to read and not those for someone to read to them. The latter are usually of a much higher reading level. You can also refer to the following journals for reviews and articles of interest on children's books: Reading Teacher, Language Arts (since 1975), Elementary English (prior to 1975), and various library journals. These journals give reviews which cover such items as content, ethnic orientation, subject matter, reading level, print, pictures, format. There are also articles which list books under specific subject categories.

Be ready. Keep a complete on-going card file with information on each book such as is in the annotated bibliography attached. Always be in the know and have information on books at your fingertips. Your use of the card file will be for the following purposes:

- a. To advise the ABE student about books for his/her own child or grandchild,
- b. For the adult to read to children on various topics,
- c. For adults to read themselves for their own interest and growth, and
- d. To fulfil a bibliotherapy need for the adult or child.

Miscellaneous.

1. Can you tie your adults in with a group of children that they can read to? For example, an Adult Basic Education Program that meets in a public school: could arrangements be made for the first grade or kindergarten teacher to have a reading session when your adult students might read to the children. Or perhaps there is a pre-school where some of your adults could go and read to the children or the children could be brought to the ABE center.

2. You may want to xerox and laminate selected poems or stories from otherwise undesirable books.

NOTES OF CAUTION:

1. Before you jump in enthusiastically and implement using children's books with your ABE students, remember that there are many "hyper" ABE teachers and administrators who veto anything in the way of print materials prepared for children. Test the temperature of the water before jumping in!
2. There will be some adult students who will find children's books undesirable. Again, know your student.

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CHILDREN'S BOOKS SUITABLE FOR ADULT READING

ANNOTATED

Aardema, Velma. Why Mosquitoes Buzz in People's Ears: A West African Folktale. New York: The Dial Press, 1975.

*Readability Level: 6.0 Medium print, sometimes black on white, or white on black. Brightly colored pictures. Some full page pictures. Good story about how rumors get started. Good for adults as well as children. Ethnicity: Black.

Children ages 5-10 could have the story read to them, but older students should enjoy it also. There is nothing about the pictures that is childish.

Aliki. Three Gold Pieces. New York: Pantheon Books, 1967. 28 pages.

Readability Level: 4.0-5.0. Good story for adults or to be read to children, ages 5-10 or older. Good for all ages above 4 or 5. Very colorful pictures. Medium print. A tale from Greece about a poor man who left his home to seek income to feed his family. He worked for a rich man for several years with the promise of good pay. The rich man gave him three gold pieces and requested them back one at a time for three pieces of advice. The poor man took the advice and lost his gold pieces. But on the way home he heeded the advice and returned home a very rich man.

Beim, Jerrold. Andy and the School Bus. New York: William Morrow and Co., 1947. 46 pages.

Readability Level: high 2.0. Large print. Pictures in gray, black and white with red and green and occasionally flesh tones for skin. The book gives an image of the totally happy initial school experience. The aim of the book is to encourage children to look forward to going to school. About a small boy not old enough for school yet who wanted to ride the school bus. Every morning he would go down to the mailbox and the bus would go right on by him. One morning the bus stopped by him and Andy got on.

Berenstain, Stan and Jan Berenstain. Bears in the Night. New York: Random House, 1971. 30 pages.

Readability Level: 1.0. Has prepositional concepts. The book is written in prepositional phrases rather than in sentences. Good for the remedial adult who needs practice in recognizing prepositional phrases and prepositions. Good to read to small children also, ages 4-7. For ESL: use for conversation practice, "What's _____ doing?" "Where is _____?" Answering with a prepositional phrase.

*All readability estimates were arrived at with the Fry Readability Graph. Fry, Edward A. "A Readability Formula that Saves Time." Journal of Reading, 2 (April 1968), 513-516.

Blue, Rose. I Am Here--Yo Estoy Aqui. New York: Franklin Watts, Inc., 1971. 42 pages.

Readability Level: low 4.0. Ethnicity: Spanish-speaking. Medium print. Black and white drawings with green. Story of a Puerto Rican girl in kindergarten who because she spoke no English was terribly afraid. Because of the presence of a Spanish-speaking teacher, she was made to relax and enjoy school. The book shows that, after a period of fear, one can discover many wonderful things in school. Good for adults who have small children getting ready for school, especially children who speak no English yet. Also good for adults to understand what that child might experience in starting school with a language problem.

Brodsky, Beverly. The Crystal Apple: A Russian Tale. New York: Viking Press, Inc., 1974. 26 pages.

Readability Level: 2.0. Marusha, a peasant girl, receives a crystal apple from her father. She is able to gaze deep into its sparkling depths and view splendorous sights. When the apple is shattered, the distraught Marusha discovers that she possesses her own inner powers of vision. She does not need a crystal apple. Range of appeal could include adults.

Cameron, Polly. A Child's Book of Nonsense. New York: Coward-McCann, Inc., 1960. 23 pages.

The book contains four stories averaging 2.0 readability level.

1. "Three Copy Cats", 8 pages, readability 2.0. Good for Consonant + at pattern.
2. "Three Batty Birds", 5 pages, readability 3.0. Good for consonant + own pattern.
3. "Three Crazy Camels", 3 pages, readability low 2.0. Good for consonant + umps pattern.
4. "A Qual and a Snail", 7 pages, readability 2.0. Good for consonant + all pattern.

Cameron, Polly. I Can't Said the Ant. New York: Coward-McCann, Inc., 1961. 35 pages.

Readability Level: 1.0-2.0. Red line drawings. Medium print, in green on white pages. A book of simple, yet clever rhymes. The entire story is in rhyme, using items found in a kitchen. Seventy-five items: each item has a sentence in which another word rhymes with it. E.g., "A fine fettle" said the kettle; "Alas" said the glass., etc. Good for rhyming practice. Good for adults as well as children. In the story the ant (a lone ant) is the only one available to rescue the teapot which has fallen and broken its spout. One ant can't do the job, so the ant goes outside the kitchen and brings in a whole army of ants and a spider who together do the job. Also good for reading to a child.

Cats and Kittens. Glenview, ILL: Scott, Foresman & Co., 1971. 15 pages.

Readability level: 1.0. Medium print. This thin paperback book has only sixty-seven words among which are seventy-five syllables. There is a lot of repetition. Twelve pages of very nice black and white photographs of cats and kittens with a few words on each page. There are two pages of color photos of a variety of cats and kittens. A real cat lover would enjoy this book, adult or child.

Charlip, Remy. Where is Everybody? New York: William R. Scott, Publ., 1957. 48 pages.

Readability Level: 1.0. There are only three to four words per page and no story line. Uses simple present tense all the way through. Good for adults for sightreading. It is also good for an ESL adult.

Cole, William, Ed. The Book of Giggles. New York: World Publishing Co., 1959.

Readability Level: mixed. Forty-two poems in large print, limericks, riddles, etc., range from 1.0-3.0 readability level. Many at 1.0 level. Sections on "Limerick Giggles," "Joke Giggles," "Rhyme Giggles," "Nonsense Giggles" (includes riddles). Good for reading to children (ages 5-9), also entertaining for adults. Rhyming.

I Went to the Animal Fair. New York: The World Publishing Co., 1958.

Readability Level: mixed, ranging from 1.0-4.0. Thirty-five short poems about animals. Many of them could be used for adults. Would be entertaining. Good for reading to children also. Rhyming. Printed on pale green paper in black medium print. Pictures are black line drawings. Some very funny and cleverly written poems.

Crews, Donald. Freight Train. New York: Greenwillow Books, 1978. 20 pages.

Readability Level: 1.0. There are fifty-five words in the entire book which represent 78 syllables. Just a few words per page. Large heavy type. The text and illustrations trace the journey of a colorful train as it goes through tunnels, by cities, and over trestles. It would be good for a father or mother to read to a small child. It illustrates the concept of various colors and names of various cars of a train.

Truck. New York: Greenwillow Books, 1980. 30 pages.

Readability level: Pre-primer. Wordless picture book. Hardback, 8" x 10" in size. All kinds of signs that a trucker would know or a prospective trucker should know. Good drawings and colorful. Some two-page formats. Some adults who believe that they can't read probably can read this book since the signs in it are seen on an everyday basis.

We Read: A to Z. New York: Harper and Row, Publ., 1967.
52 pages (26 pages of print, 26 pages of illustrations + front piece).

Readability Level: 1.0. Each letter is accompanied by colorful, well-designed illustrations and is used to introduce a concept. Word concepts include horizontal, vertical, whole, and zigzag. Concepts such as nothing, extra, right, vertical with a few brief words then a full page geometrical illustration. Good for ESL also since many of these concepts are difficult for non-native speakers of English to learn. Recommended for children ages 4-8. Good for adults learning to match words with concepts.

Domanska, Janina. What do You See? New York: MacMillan Publishing Co., 1974. 30 pages.

Readability Level: 2.0. This picture book explores the world from various points of view: from the frog, the spider, the fly, the bat who all say the world is "wet" or "dry" or "dark" or "green". A picture book appealing to even very young children. Would be effective to read to early and pre-readers. Print is large. Would be good for beginning reader. Very few two-syllable words, but longer sentences. Probably the beginning adult reader could read this or 1.0 level at least.

Ets, Marie Hall. Bad Boy, Good Boy. New York: Thomas Y. Crowell Co., 1967. 50 pages.

Readability Level: 4.0. Roberto does things which adults call "bad" because he doesn't speak or understand English. He also does "bad" things because he is curious. Roberto is a pre-schooler always getting into trouble. He is sent to a day care center because his mother has left the family. Fearful and unprepared for the routines imposed upon him and lacking fluency in English, he tries to run away and go home, but a teacher hooks the door. Roberto's problems clear up as he slowly grows accustomed to the center and when the teachers are able to stimulate his agile mind, he learns English and many new concepts. Encouraged by his new skills, he composes a letter to his mother urging her to come home, which she does. He suddenly becomes a "good" boy when his father discovers that he can write a little English.

Medium print. Good for adults who may need to understand the confusion of the child who can't speak English but who is thrust into the English-speaking community.

Farber, Norma. How Does it Feel to Be Old? (Illustrated by Trina Schacht Hyman.) New York: E.P. Dutton, 1979 (A Unicorn Book). 26 pages.

Readability Level: 1.0. Medium print. Thirteen pages with print; other pages are full page pictures in black, gray, and sepia on off-white. The book is a dialogue, in poetic format, between an elderly woman and a little girl: the child asking the questions and the woman answering. It is written from the point of view of the older person. It talks about loneliness and love, about the past and the present, about hope and memory linking the relationship of a lonely old woman and a child.

. Where's Gomer? New York: E.P. Dutton & Co., Inc., 1974.
26 pages.

Readability Level: 2.0 Medium print. A "take-off" on Noah's Ark. Cute story in prose form. Gomer is Noah's favorite grandson and he is missing as the ark sails. All is resolved happily at the end of the story when the ark lands on Mt. Ararat. There is Gomer safely delivered by a dolphin. Good for someone who knows the story of the ark from the Bible. Might also know some of the names from the Old Testament story. Interesting pictures of lots of different animals. Interesting story for all ages but especially for children, ages 5-10.

Fisher, Aileen. Going Barefoot. New York: Thomas Y. Crowell Co., 1960.
30 pages.

Readability Level: 2.0 probably. Poetic format is difficult to estimate because of the lack of punctuation. Medium print. Eighteen pages with print, the remainder are full-page pictures in bright to pastel colors. Sketch-type pictures. This is the story of the child who wants to go barefoot but can't because it isn't June yet. He talks about all the animals who go barefoot through the winter but he can't. Would be good for an adult who likes to reminisce.

. Like Nothing at All. New York: Thomas Y. Crowell, 1962.
34 pages (17 pages of print).

Readability Level: 1.0-2.0. Medium print. Illustrations are in brown tones, pale green on light green (greenish white). In poetic format, the book follows someone walking through the countryside—across the fields and through the woods—through each season of the year. It colorfully describes the changes in the fields and woods due to the changes in the seasons along with the feelings of the person seeing it all. Someone from the rural areas would probably enjoy this book, perhaps an older person.

. Where Does Everyone Go? New York: Thomas Y. Crowell Co., 1961. 30 pages (22 in print).

Readability Level: 4.0. Pictures in fall colors and black and white. Poetry. Good for someone from the Midwest, N.E., or North where there are four seasons. All about the hibernation and migration of animals in Fall and Winter. The small boy in the book learns that some animals go south, others burrow, and still others struggle in their dens.

Garelick, May. Down to the Beach. New York: Four Winds Press, 1973.
43 pages.

Readability Level: 3.0. Lovely bright colored pictures. Medium print. Pictures all involve children. Some involve families. Reading would be good for adults who live along the ocean. Non-rhyming poetry form. A thorough discussion of what happens at the beach. Would be a good book for someone taking a trip to the beach.

Look at the Moon. (Illustrated by Leonard Weisgard.) Young
Scott Books. 28 pages.

Readability Level: 2.0 probably. Medium print, white on dark blue. Drawings are in dark blue, black, green, white on dark blue. In poetic form and tells the story of how the moon shines on various things: on the cat prowling, "silvering" the woods and streams, on the animals which are night animals, on the city which doesn't need it, on the ocean creating a path, across the sea on the jungles, in the cold regions of the world, Australia, and everywhere: for the moon lover!

Greenfield, Eloise. Honey, I Love: and Other Love Poems. (Pictures by Diane and Leo Dillon) New York: Thomas Y. Crowell Co., 1978. 40 pages.

Readability Level: 1.0. Ethnicity: Black. Medium print. Reddish brown abstract illustrations with black and white illustrations of a child, usually a girl. The book contains poetry about the experiences of a black child. Many short poems on one page. Seemingly oriented toward a girl between the ages of five and ten. No punctuation. Would be good for an adult to read and reminisce or to read to a child. The book uses some Black dialect but mostly uses standard dialect.

Grimes, Nikki. Something on My Mind. New York: The Dial Press, 1978. 28 pages.

Readability Level: 2.0-3.0. Ethnicity: Black. Medium print. Pictures in sepia tone. Good book of poetry about the experiences of a Black child. Uses some Black English, but not phonology. It would be better for adults to read than for them to read to children. Probably not good for the small child. Perhaps ages 7-12.

Hoban, Tana. Push, Pull, Empty, Full: A Book of Opposites. New York: Macmillan Publishing Co., Inc., 1972. 30 pages.

Readability Level: 1.0. Good sightword approach with pictures. Good for adults. Each two pages illustrate through black and white photographs opposites such as push/pull, empty/full, wet/dry, in/out, up/down, thick/thin, whole/broken, front/back, big/little, first/last, many/few, heavy/light, together/apart, left/right, day/night: one word per page with its opposite on the opposing page. Good for prediction of words from pictures then using the phonology to predict the word given.

Huntington, Harriet E. Let's Go Outdoors. New York: Doubleday and Co., Inc., 1939. 88 pages.

Readability Level: 2.0. Sepia tone picture book with pictures on right, print on left. Very large print. About insect life outside. Factual, nonfiction. Concepts given for sixteen small creatures.

Karama, Fufuka. My Daddy is a Cool Dude and Other Poems. New York: The Dial Press, 1975.

Readability Level: mixed, ranges from 2.0-5.0. Good poems. Good for adults as well as children. Uses Black jargon and grammar as well as cultural concepts. Ethnicity: Black.

Kessler, Leonard. Here Comes the Strike Out. New York: Harper and Row, Publishers, 1965.

Readability Level: 1.0. Introduces baseball words: bat, strike out, hit, home plate, run, base, pitch, pitcher, runner, base hit, shortstop, out, inning, baseball, fly, struck out, fast ball. It is a story about a small boy who always strikes out and how he learns to hit the ball. Good for a father who likes baseball and wants to read to his son.

Kick, Pass, and Run (A Sports I Can Read Book). New York: Harper and Row, 1966. 64 pages.

Readability Level: 1.0. Introduces football words: goal posts, end zone, yard lines, football field, kickoff, huddle, forward pass, tackle, etc. Pictures in green, brown, and black. Involves animals: rabbit, duck, cat, dog, owl, frog, turtle, and a boy. The boy has kicked the ball into the woods and the animals are trying to figure out what it is when the boy comes to find it. The animals all follow the boy back onto the football field and watch, trying to find out how to play the game. The animals are so thrilled with the game that they decide to play their own football game with an apple. The frog caught and ate the apple. They next use a paper bag. The bag bursts when the duck tries to kick it. Pretty soon the real football comes flying through the air and the cat catches it and runs to make a touchdown just as the boy comes running through the woods looking for it. The animals drop the ball and run and hide. The boy wonders how the ball got so far into the woods. Good for a father who likes football and sports and wants to read to his son.

Krasilovsky, Phyllis. The Very Little Girl. Garden City, New York: Doubleday and Co., Inc., 1953. 30 pages.

Readability Level: 3.0. Medium print. Pictures in green, pink and black. Good for small children ages 3-5. Story of a little girl who gradually found herself growing until she outgrew her special chair, bed, etc. For the ESL adult/child, the story makes good use of comparatives: e.g., bigger than..., etc.

Kuskin, Karla. All Sizes of Noises. New York: Harper and Row, 1962. 30 pages.

Readability Level: 2.0. Very large print, simple pictures in turquoise, green, black. Presents noises phonetically. Rhyming. Presents the noises of a day's time. The alarm clock, brushing teeth, washing, downtown, playing, etc. The strength of a

particular sound is denoted by varying the letter size which announces the sound. The concept of "roar" is presented as "ROAR."

The phonetic reproduction of noises would be good for adults or children to try and reproduce for phonics training. Good for reading to children ages 4-8.

Livingston, Myra Cohn. A Crazy Flight and Other Poems. New York: Harcourt, Brace and World, Inc., 1969. 48 pages.

Readability Level: mixed; most words are one-syllable with some two-syllable and a few three-syllable. It is difficult to estimate the readability of poetry. Medium to small print, black on white, very few illustrations. Some of the poems are oriented toward someone who lives in California. Several of the poems would be good for an adult.

The Malibu and Other Poems. (Illustrated by James J. Spanfelter) New York: Atheneum, 1972. 44 pages.

Readability Level: mixed; majority of the poems have one-syllable words with only a few scattered two-syllable words. Many of the poems are good for reminiscing the experiences of childhood. Many are written from the point of view of the child. Others are good for adults: "Driving", "Only a Little Litter", "Hear This", "Pandora", "Theme and Variation", "A Book", "Sycamore", "Not Mine."—to name a few. There are several others which adults would find interesting. Many are oriented toward California and the West Coast.

The Way Things are and Other Poems. New York: Atheneum Publishers, 1974. 40 pages.

Readability Level: mixed. Only selected poems are on the "easy" level. "Poor", p. 29, 1.0; "Fantasy for Jennie", p. 28, 1.0-2.0. The entire book is good for adults as well as children, but care must be taken to determine the readability level of each poem before using it.

McGovern, Ann. Black is Beautiful. New York: Four Winds Press, 1969.

Readability Level: 1.0. Black and white photographs depict the importance and use of black in daily life. Black might be a horse running free, a stormy sky, wet stones and shells, bare trees in winter snow, one's shadow on a road paved with tar. Most humans featured are Black: children and adults. Good for adults as well as children. Ethnicity: Black.

Piatti, Celestino. The Happy Owls. New York: Atheneum, 1964. 27 pages.

Readability Level: low 6.0. Large print; large bright pictures. Only a few words on each page. Large pictures on every other page. Good story for adults. The two owls who live in the woods seemed

so happy that the barnyard fowl who always seemed to be fighting and unhappy wanted to know what made them so happy. The peacock went to ask. The owls told the whole group that they appreciated nature and what was around them. The barnyard fowl turned in disgust and went back to their fighting and easy life. Legend which seems to say that this is the way of the world.

Rockwell, Harlow. My Doctor. New York: Macmillan Publishing Co., Inc. 1973. 20 pages.

Readability Level: 2.0. Very large print. Less than 25 words on any one page. Large colorful pictures. Many words are important to adults for sight words in their everyday lives, words having to do with medicine and the doctor.

Simon, Norma. What Do I Do?
What Do I Say?

Chicago: Albert Whitman and Co., 1969. 37 pages each book.

Readability Level (English): 1.0; These are two separate books written in both English and Spanish. The child presents a problem, asks "What do I do?" (or "What do I say?" then gives solution. Large print. Brightly colored pictures. Some black and white pictures. Good for Spanish-speaking adults who often do not read Spanish let alone English. Good for Spanish-speaking adults with small children who are learning to read and speak English.

Smith, William Jay. Typewriter Town. New York: E.P. Dutton & Co., Inc., 1960. 32 pages. Poetry.

Readability Level: ranging from 2.0-4.0. Pictures are created with the various characters on the typewriter then decorated with splashes of color. Uses many common everyday words. Some poems can be read to children, some for adults, and some for both.

Sobel, Harriet Langsam. My Brother Steven is Retarded. New York: Macmillan Publishing Co., Inc., 1977. 26 pages.

Readability Level: 5.0. Medium print. Very little on a page. Some pages no printing at all. Black and white photographs on almost every page. An eleven year old talks frankly about her older, mentally retarded brother. Her ambivalent feelings toward him are expressed simply, yet we feel her affection for him. Lends itself to a discussion of handicapped children and their families, since it focuses on the sister's feelings. Good for the adult who has a retarded child or goofs to the adult with another child who doesn't understand the retarded child situation.

Spilka, Arnold. A Lion I Can Do Without. New York: Henry Z. Walck, Inc., 1964.

Readability Level: 1.0-3.0. A book of twenty-two short poems with mixed difficulty. Some would be good for adults (Poems 1,3,4, 8, 10, 11, 13, 14, 15, 17). Others for reading to children (2, 5,6,7, 8, 10, 11, 12, 15, 16, 17, 18, 19, 20). Some are suitable for both.

Udry, Janice May. The Moon Jumpers. New York: Harper and Row, Publishers, 1959. 28 pages.

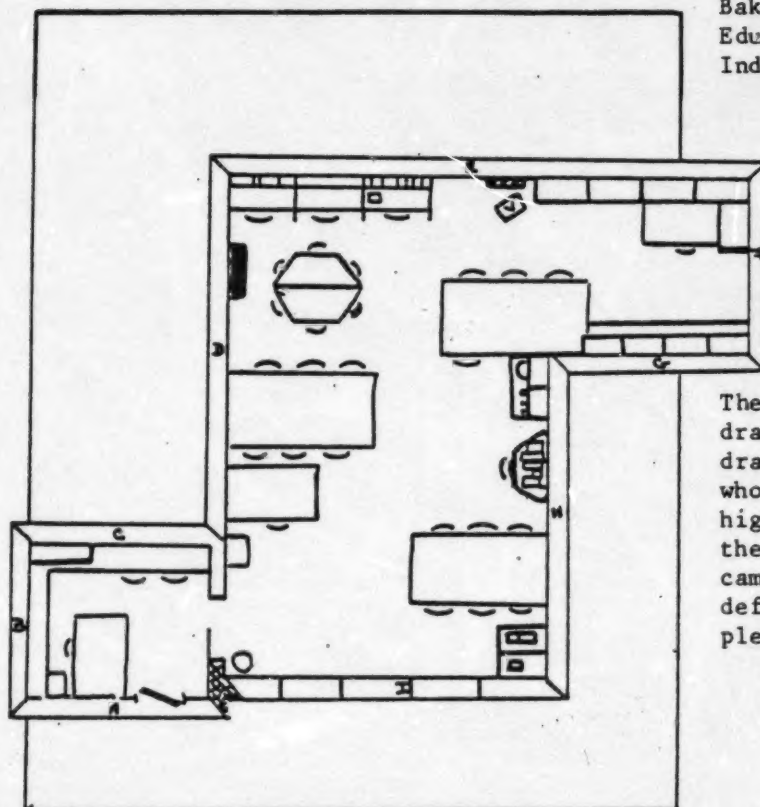
Readability Level: 2.0. Medium print. Pictures full page in color: two-page spread every other page. A story which should cause many adults, especially from small towns and the country, to reminisce how it was to go outside and play in the dark after supper and watch the stars come out and the moon come up. A lovely description.

Wilbur, Richard. Opposites. New York: Harcourt Brace Jovanovich, Inc., 1973.

Readability Level: mixed. Several poems in this collection are not of a suitable reading level for beginning adult readers, but the following are: Poems 1, 2, 14, 18, 25, 29, 36, 39. These should be copied on single sheets of paper and laminated. Each poem incorporates an opposite which cleverly defines the word and sometimes offers an opposite which reveals a different meaning for a multi-meaning word. Good for vocabulary study. Good for the concept of "opposite."

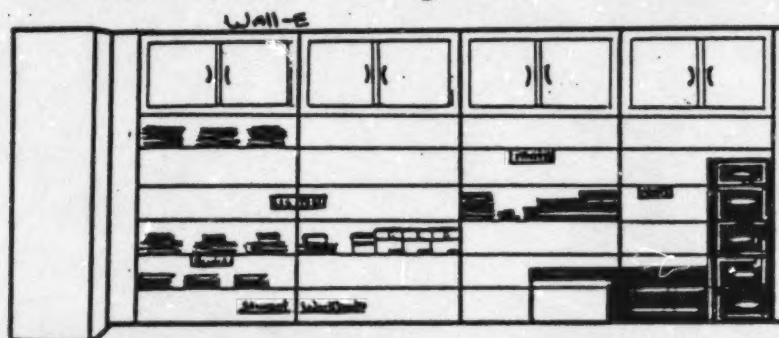
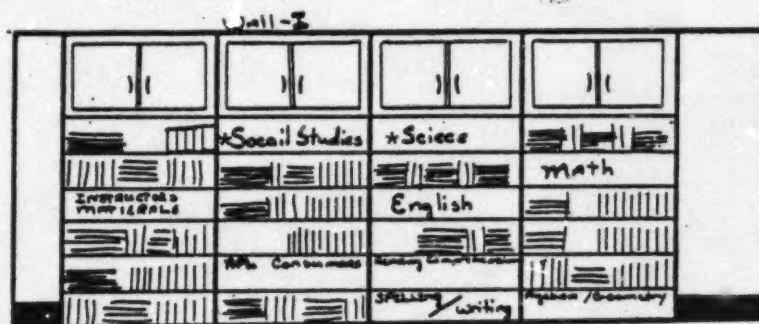
Lois P. Webster and Ruth E. Huffman

ADULT BASIC EDUCATION LEARNING CENTER
Room Layout I



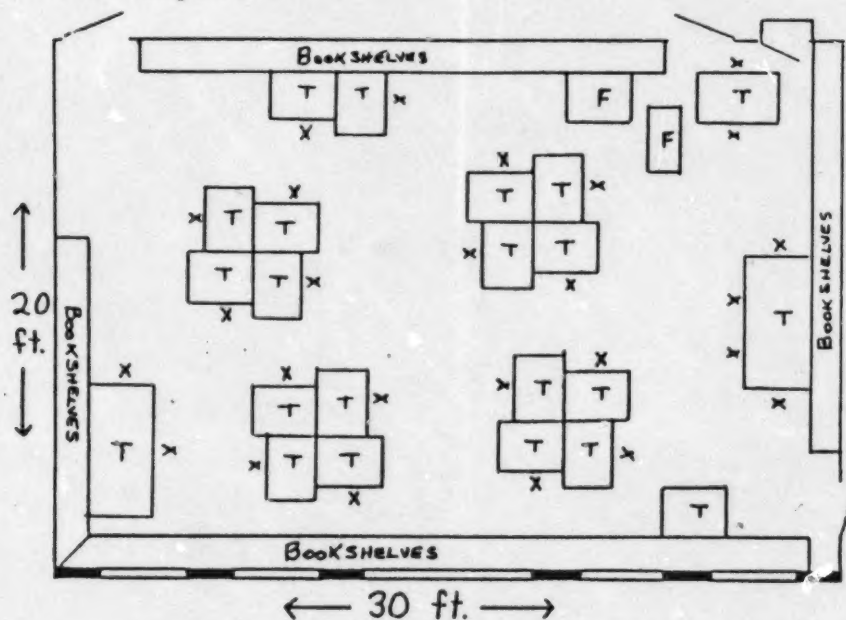
Baker Adult Basic
Education Center,
Indianapolis, Indiana

The drawing is an exact drawing of the Center as drawn by an ABE student who was working toward high school completion at the Center. She overcame a serious spelling deficiency before completing the program.

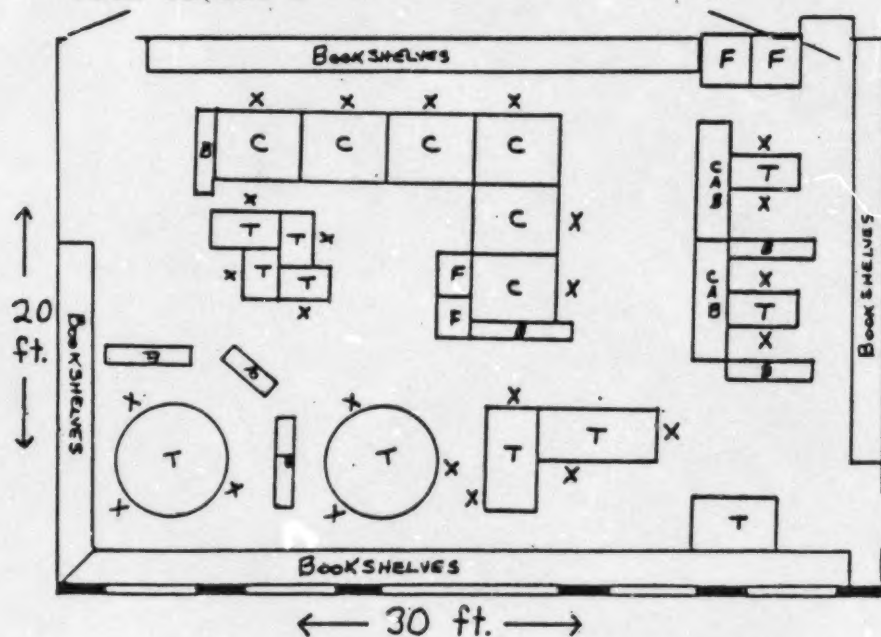


San Francisco Skills Center, Learning Center

Room Layout 1



Room Layout 2



LEGEND:

T = tables of varying sizes

F = free standing file cabinets

CAB = 6' free standing metal cabinets

B = free standing bookcases

C = carrells (wet)

X = chairs